

**Texas Education Agency
Standard Application System (SAS)**

2015-2016 Public Charter School Program Start-Up Grant

| | | |
|-------------------------------|--|---|
| Program authority: | Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12 | FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; width: 100px; margin: 0 auto;"> DEC 16 2014 12:00 PM </div> |
| Grant period: | May 1, 2015, to July 29, 2016 | |
| Application deadline: | 5:00 p.m. Central Time, December 16, 2014 | |
| Submittal information: | Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 | |
| Contact information: | Arnoldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|--------------------------------------|-------------------|-----------------------------|----------------|
| Organization name | County-District # | Campus name/# | Amendment # |
| Goodwill Industries of Central Texas | 227828 | The Goodwill Excel Center | n/a |
| Vendor ID # | ESC Region # | US Congressional District # | DUNS # |
| 74-1322808 | 13 | TX-035 | 088475835 |
| Mailing address | | City | State ZIP Code |
| 1015 Norwood Park Blvd. | | Austin | TX 78753-6608 |

Primary Contact

| | | | |
|--------------|--------------------------------------|-----------|--------------------|
| First name | M.I. | Last name | Title |
| Jenny | | Fritz | Director of Grants |
| Telephone # | Email address | | FAX # |
| 512-748-9967 | jenny.fritz@goodwillcentraltexas.org | | 512-637-7482 |

Secondary Contact

| | | | |
|--------------|--------------------------------------|-----------|---------------------------------------|
| First name | M.I. | Last name | Title |
| Jed | | Miracle | Senior Director of Financial Services |
| Telephone # | Email address | | FAX # |
| 512-637-7119 | jed.miracle@goodwillcentraltexas.org | | 512-637-7419 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|---------------------------------------|-----------|---------------|
| First name | M.I. | Last name | Title |
| Gerald | L. | Davis | President/CEO |
| Telephone # | Email address | | FAX # |
| 512-637-7157 | gerald.davis@goodwillcentraltexas.org | | 512-637-7457 |
| Signature (blue ink preferred) | Date signed | | |

Gerald Davis

12/10/14

Only the legally responsible party may sign this application.

701-15-101-002

Schedule #1—General Information(cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|--|--|--------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note for Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600/15XX) | | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|--|---|---|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| 1 | Documentation of Authorization to Charter (Note: Only school districts applying on behalf of a campus charter need to submit these attachments) | <ul style="list-style-type: none"> A copy of the local district's policy for authorizing campus charter schools; AND A copy of the district's charter application for the authorized campus charter; AND A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521). |
| 2 | Board of Trustees Approval on or before December 15, 2014 | <ul style="list-style-type: none"> A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted. |
| 3 | Narrative Description from Superintendent | <p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> The mission of the campus charter; An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined. |
| 4 | Federal Definition of a Public Charter School | A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See http://www.tea.state.tx.us/index4.aspx?id=25769806846 . |
| 5 | Campus Charter Information Form | A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the |

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Federal Definition of a Public Charter School which must be submitted with the grant application. See <http://www.tea.state.tx.us/index4.aspx?id=25769806846>

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|--|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p><u>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</u></p> |
| 4. | The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds. |
| 5. | The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately. |
| 6. | <p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated. 9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program. |

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| | |
|----|--|
| | 10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school. |
| 7. | Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district. |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Goodwill Excel Center, an open-enrollment charter school approved by the Commissioner of Education and awarded under the Generation 19 charter application, seeks funding through a 2015-2016 Public Charter School Startup Grant for school planning, design, and initial implementation. The mission of The Excel Center, as a dropout recovery school, is to provide young adults with the opportunity and support to earn a high school diploma and begin postsecondary education or training. Students will also develop career paths in sectors of the local economy that offer high employment and growth opportunities. The school will meet students where they are in their education by providing a flexible structure and curriculum delivery and helping students to develop supportive relationships that will allow them manage work, life, and family responsibilities so they may achieve their academic and career goals. Funds requested through the Public Charter School Start-Up Grant will enable the school to accomplish its mission, achieving the goal of re-engaging these youth in their education and supporting them to earn a high school diploma and embark upon postsecondary education or training. The proposed program dovetails with the goals of the Public School Start-Up Grant Program by supporting planning, design, and initial implementation and evaluation.

The Excel Center's innovative model takes the solution to the next level by offering a college and career-ready curriculum focusing on older youth and young adults who have dropped out of high school. We will create an environment where every student is supported and has a flexible and individualized plan that fully engages them in their educational journey. Through the career and college readiness curriculum, each student will form new links between education and employment. The Excel Center is built to accommodate the life circumstances of each individual by providing holistic life supports; students will balance their education with life demands, such as taking care of family members and securing work. The Excel Center is designed to support students in critical areas so that they can persist in their education in order to secure sustainable employment and achieve economic self-sufficiency for themselves and their families. This school is unlike any current dropout recovery program in Central Texas. The unique model distinguishes itself by filling a very current and critical gap while enhancing the academic outcomes for students who formerly had few or no other options. The Excel Center:

- Provides individualized case management designed to help students overcome barriers outside of the classroom, using life coaches and targeted resources to keep students in class and focused despite out-of-class challenges.
- Removes significant barriers to success by providing child care and transportation assistance.
- Includes a rigorous, yet individualized curriculum, allowing students to graduate with a high school diploma and postsecondary certifications.
- Meets the scheduling needs of young adults through an extended school day and compacted terms that allow students to earn credits faster than traditional schools.
- Offers an internship program that, with the support of our many community employers, places our students in a variety of work settings throughout Central Texas.
- The robust academic program will provide a strong college focus, reintroducing older youth and young adults to academic possibilities.
- Provides an integrated career and technical education curriculum focused on career readiness and attainment of postsecondary certifications.

Budget: The budget for The Excel Center was developed after a careful assessment of the resources that will be needed by students to achieve their educational and vocational goals, considering existing assets of Goodwill Central Texas that may be leveraged for the benefit of the school. Leadership of the organization determined which products and staff efforts will be most likely to result in the highest-quality academic services and expenses determined accordingly. All expenditures will comply with TEA guidelines regarding allowable costs, equipment and technology purchases, and other resources as defined by the OMB. Expenditures relate directly to the goals of the grant, including:

- Preparing students for academic and vocational success with technology resources and equipment, curriculum, tools for skills mastery, and classroom equipment.
- Using performance data to make decisions to most effectively guide school operations.
- Staff time for program planning, initial implementation, and professional development that will ensure high-quality instruction.
- A safe, secure, professional school environment that is appropriately furnished and equipped with technology hardware to facilitate learning.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Eliminate or ameliorate potential barriers to student success through the Child Drop In Center, communication efforts, and other school enhancement.

Campus Demographics: We anticipate that the student population will be approximately 75% female, with a racial/ethnic breakdown of approximately 55-60% Hispanic/Latino and 25-30% African-American. These demographics have been considered through the development of The Excel Center model, including through the Child Drop-In Center for students with young children, Life Coaches, and an emphasis on learning strategies that have proven effective for serving Hispanic/Latino and minority populations.

The anticipated student population of The Excel Center is older youth and young adults up to age 25. We expect that the majority of students will be living below 200% of the federal poverty level, many will have minor children, and most will have a history of employment in jobs paying below a living wage. As a dropout recovery school, students of The Excel Center will all have tried—and failed—to obtain the high school diploma which is a critical building block of life success. The Excel Center will fill this gap for Central Texas students.

Needs Assessment: The Excel Center's needs assessment was designed after a careful review of the current state of local educational opportunities available to Central Texas students. The school was intentionally located in an area of relatively higher poverty and unemployment which is also proximate to multiple underperforming high schools. Additionally, while separate from other Goodwill operations, The Excel Center is located at Goodwill's Community Resource Center, which allows students to easily access other vocational services as appropriate. The Excel Center's needs assessment was developed by the Chief Administration Officer, the Head of School, and other leadership. The Goodwill Education Board, the Head of School, and the Chief Administration Officer review school progress on a monthly, quarterly, and annual basis to determine efficacy and update and/or change key processes and operations.

Management Plan: The Excel Center has a comprehensive plan in place that will ensure consistent, high-quality management of the grant. The Head of School and Central Administration Officer will assess grant performance outcomes that will be reviewed additionally by the President/CEO, and the Goodwill Education Board. The Senior Director of Financial Services, a position requiring extensive government grant administration experience, reviews all costs to ensure compliance with state, federal, and TEA regulations.

Program Evaluation: Program evaluation will be completed and progress measured according to the assessment of student STAAR and TAKS performance, average daily attendance, student credential attainment, student persistence rate, teacher professional development, and any other methods as appropriate.

Conclusion: Goodwill Industries of Central Texas recognizes that education is central to self-sufficiency and career success. Without a high school diploma, young people in our community are destined to face poverty and unemployment for much of their lives. As an organization, we have committed to the success of The Excel Center through the investment of over \$1 million in our pilot charter school program serving older students, which launched last year. The addition of the completely new Generation 19 charter school (awarded under a separate Generation 19 charter), with assistance through a TEA Start-Up Grant, will leverage these resources and the expertise the organization has gained. Goodwill will utilize its existing robust infrastructure, including Performance Excellence, Information Technology, Human Resources, and Accounting departments to support the entire range of grant activities. Goodwill has a demonstrated track record of managing large government grants and multiple programs with complex funding streams, totaling more than \$5 million in grant funding in 2014. We will ensure funding from other sources is committed to the program after TEA Start-Up grant funding terminates through the continued commitment of Goodwill earned revenue, pursuit of grant funding, and individual philanthropic contributions.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 227828

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12

Grant period: May 1, 2015, to July 29, 2016

Fund code: 258

Budget Summary

| Schedule # | Title | Class/ Object Code | Planning: Direct Program Cost | Implementation: Direct Program Cost | TOTAL Budgeted Cost |
|---|--|-----------------------------------|--|--|--------------------------------|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$114,015 | \$ | \$114,015 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$19,750 | \$10,000 | \$29,750 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$ | \$189,958 | \$189,958 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$ | \$ | \$ |
| Schedule #11 | Capital Outlay (6600/15XX) | 6600/ 15XX | \$ | \$466,277 | \$466,277 |
| Grand total of budgeted costs (add all entries in each column): | | | \$133,765 | \$666,235 | \$800,000 |

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227828

Amendment # (for amendments only):

| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Planning Costs | Implementa- tion Costs | TOTAL Payroll Budgeted |
|---|--|---|--|-------------------|---------------------------|------------------------------|
| Academic/Instructional | | | | | | |
| 1 | Teacher | 16 | 0 | \$58,000 | \$ | \$58,000 |
| 2 | Educational aide | | | \$ | \$ | \$ |
| 3 | Tutor | | | \$ | \$ | \$ |
| Program Management and Administration | | | | | | |
| 4 | Project director | | | \$ | \$ | \$ |
| 5 | Project coordinator | 0 | 1 | \$12,115 | \$ | \$12,115 |
| 6 | Teacher facilitator | | | \$ | \$ | \$ |
| 7 | Teacher supervisor | | | \$ | \$ | \$ |
| 8 | Secretary/administrative assistant | 0 | 2 | \$9,660 | \$ | \$9,660 |
| 9 | Data entry clerk | | | \$ | \$ | \$ |
| 10 | Grant accountant/bookkeeper | | | \$ | \$ | \$ |
| 11 | Evaluator/evaluation specialist | 0 | 1 | \$4,577 | \$ | \$4,577 |
| Auxiliary | | | | | | |
| 12 | Counselor | 5 | 0 | \$14,385 | \$ | \$14,385 |
| 13 | Social worker | | | \$ | \$ | \$ |
| 14 | Community liaison/parent coordinator | | | \$ | \$ | \$ |
| Other Employee Positions | | | | | | |
| 15 | IT Support Specialist | 0 | 1 | \$6,160 | \$ | \$6,160 |
| 16 | Title | | | \$ | \$ | \$ |
| 17 | Title | | | \$ | \$ | \$ |
| 18 | Subtotal employee costs: | | | \$104,897 | \$ | \$104,897 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | | |
| 19 | 6112 Substitute pay | | | \$ | \$ | \$ |
| 20 | 6119 Professional staff extra-duty pay | | | \$ | \$ | \$ |
| 21 | 6121 Support staff extra-duty pay | | | \$ | \$ | \$ |
| 22 | 6140 Employee benefits | | | \$9,118 | \$ | \$9,118 |
| 23 | 61XX Tuition remission (IHEs only) | | | \$ | \$ | \$ |
| 24 | Subtotal substitute, extra-duty, benefits costs | | | \$9,118 | \$ | \$9,118 |
| 25 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$114,015 | \$ | \$114,015 |

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227828

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

| Expense Item Description | | Planning | Implement- ation | TOTAL Budgeted | |
|---|--|--------------------------|---------------------|---------------------|-------------------|
| 6269 | Rental or lease of buildings, space in buildings, or land Specify purpose: | \$ | | \$ | |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: Student/Stakeholder and community outreach, student recruitment, student/parent communications, and signage for events and school operations. | \$5,000 | \$10,000 | \$15,000 | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$5,000 | \$10,000 | \$15,000 | |
| Professional Services, Contracted Services, or Subgrants | | | | | |
| # | Description of Service and Purpose | Check If Subgrant | Planning | Implement- ation | TOTAL Budgeted |
| 1 | Teacher Training: SAMA/De-Escalation | <input type="checkbox"/> | \$2,000 | \$ | \$2,000 |
| 2 | The Excel Center Model: Indianapolis School Leader Training | <input type="checkbox"/> | \$7,500 | \$ | \$7,500 |
| 3 | CPR/First Aid Training for Teachers and Staff | <input type="checkbox"/> | \$1,250 | \$ | \$1,250 |
| 4 | Curriculum-Specific Training for Teachers | <input type="checkbox"/> | \$2,000 | \$ | \$2,000 |
| 5 | Social and Emotional Learning Program Training | <input type="checkbox"/> | \$2,000 | \$ | \$2,000 |
| 6 | | <input type="checkbox"/> | \$ | \$ | \$ |
| 7 | | <input type="checkbox"/> | \$ | \$ | \$ |
| 8 | | <input type="checkbox"/> | \$ | \$ | \$ |
| 9 | | <input type="checkbox"/> | \$ | \$ | \$ |
| 10 | | <input type="checkbox"/> | \$ | \$ | \$ |
| 11 | | <input type="checkbox"/> | \$ | \$ | \$ |
| 12 | | <input type="checkbox"/> | \$ | \$ | \$ |
| 13 | | <input type="checkbox"/> | \$ | \$ | \$ |
| 14 | | <input type="checkbox"/> | \$ | \$ | \$ |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: | | | \$14,750 | \$ | \$14,750 |
| a. Subtotal of professional and contracted services requiring specific approval: | | | \$5,000 | \$10,000 | \$15,000 |
| b. Subtotal of professional services, contracted services, or subgrants: | | | \$14,750 | \$ | \$14,750 |
| c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: | | | \$ | \$ | \$ |
| (Sum of lines a, b, and c) Grand total | | | \$19,750 | \$10,000 | \$29,750 |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227828

Amendment number (for amendments only): n/a

Expense Item Description

| 6399 | Technology Hardware—Not Capitalized | | | | | | | |
|--|--|-------------------------------|-------------------------------|----------|-----------|----------|---------------------|-----------------------------|
| | # | Type | Purpose | Quantity | Unit Cost | Planning | Implement- ation | TOTAL Amount Budgeted |
| | 1 | Cisco Phones w/Licenses | Teacher/Staff Use | 23 | \$517 | | \$25,501 | \$25,501 |
| | 2 | iPads w/case | Teacher Use | 14 | \$587 | | | |
| | 3 | Wifi Access Points | Instructional/ Student Use | 8 | \$674 | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
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| | | | | | | | | |
| | | | | | | | | |
| 6399 | Technology software—Not capitalized | | | | | \$ | \$164,457 | \$164,457 |
| 6399 | Supplies and materials associated with advisory council or committee | | | | | \$ | \$ | \$ |
| Subtotal supplies and materials requiring specific approval: | | | | | | \$ | \$ | \$ |
| | Remaining 6300—Supplies and materials that do not require specific approval: | | | | | \$ | \$ | \$ |
| Grand total: | | | | | | \$ | \$189,958 | \$189,958 |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

| County-District Number or Vendor ID: 227828 | | Amendment number (for amendments only): n/a | | |
|---|--|---|----------------|----------------|
| Expense Item Description | | Planning | Implementation | TOTAL Budgeted |
| 6411 | Out-of-state travel for employees (includes registration fees) | \$ | \$ | \$ |
| | Specify purpose: | | | |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. | \$ | \$ | \$ |
| | Specify purpose: | | | |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) | \$ | \$ | \$ |
| | Specify purpose: | | | |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations | \$ | \$ | \$ |
| | Specify purpose: | | | |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees | \$ | \$ | \$ |
| | Specify purpose: | | | |
| 6429 | Actual losses that could have been covered by permissible insurance | \$ | \$ | \$ |
| 6490 | Indemnification compensation for loss or damage | \$ | \$ | \$ |
| 6490 | Advisory council/committee travel or other expenses | \$ | \$ | \$ |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) | \$ | \$ | \$ |
| | Specify name and purpose of organization: | | | |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) | \$ | \$ | \$ |
| | Specify purpose: | | | |
| Subtotal other operating costs requiring specific approval: | | \$ | \$ | \$ |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$ | \$ | \$ |
| Grand total: | | \$0 | \$0 | \$0 |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 227828

Amendment number (for amendments only): n/a

15XX is only for use by charter schools sponsored by a nonprofit organization.

| # | Description/Purpose | Quantity | Unit Cost | Planning | Implementation | TOTAL Budgeted |
|--|---|----------|-----------|-----------|------------------|------------------|
| 6669/15XX—Library Books and Media (capitalized and controlled by library) | | | | | | |
| 1 | | | | | | |
| 66XX/15XX—Technology hardware, capitalized | | | | | | |
| 6 | Lab Computers: Student Use | 20 | \$1,199 | \$ | \$23,980 | \$23,980 |
| 7 | Teacher Computers: Teacher/Staff Use | 23 | \$1,389 | \$ | \$31,947 | \$31,947 |
| 8 | Student Laptop Computers | 100 | \$1,389 | \$ | \$138,900 | \$138,900 |
| 9 | Paging System | 1 | \$1,089 | \$ | \$1,089 | \$1,089 |
| 10 | Projectors w/TV | 10 | \$2,348 | \$ | \$23,480 | \$23,480 |
| 11 | Core Network and Setup | 1 | \$11,398 | \$ | \$11,398 | \$11,398 |
| 12 | Security Cameras and Cabling | 10 | \$3,000 | \$ | \$30,000 | \$30,000 |
| 13 | Document Cameras: Instructional | 2 | \$1,000 | \$ | \$2,000 | \$2,000 |
| 14 | Copiers | 2 | \$15,000 | \$ | \$30,000 | \$30,000 |
| 15 | Printers for Labs | 2 | \$600 | \$ | \$1,200 | \$1,200 |
| 66XX/15XX—Technology software, capitalized | | | | | | |
| 16 | | | \$ | \$ | \$ | \$ |
| 66XX/15XX—Equipment, furniture, or vehicles | | | | | | |
| 23 | Student Chairs | 224 | \$159 | \$ | \$35,616 | \$35,616 |
| 24 | Multi-Purpose Student Tables | 112 | \$327 | \$ | \$36,624 | \$36,624 |
| 25 | Staff Office Setup | 4 | \$1,307 | \$ | \$5,228 | \$5,228 |
| 26 | Teacher Desk/Storage Setup | 14 | \$1,511 | \$ | \$21,154 | \$21,154 |
| 27 | Furniture Assembly and Setup | 1 | \$10,250 | \$ | \$10,250 | \$10,250 |
| 28 | Lobby Furniture | 1 | \$10,000 | \$ | \$10,000 | \$10,000 |
| 29 | Drop-In Stations | 20 | \$950 | \$ | \$19,000 | \$19,000 |
| 30 | Science Lab Equipment | 1 | \$12,011 | \$ | \$12,011 | \$12,011 |
| 31 | Child Drop In Center Furnishings (rugs, cribs, changing table, bean bag chairs) | 1 | \$5,000 | \$ | \$5,000 | \$5,000 |
| 32 | Safety Cabinets | 2 | \$1,200 | \$ | \$2,400 | \$2,400 |
| 33 | Defibrillators | 2 | \$2,500 | \$ | \$5,000 | \$5,000 |
| 36 | Signage | 1 | \$10,000 | \$ | \$10,000 | \$10,000 |
| Grand total: | | | | \$ | \$466,277 | \$466,277 |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As Central Texas' premier provider of vocational services, Goodwill has 55 years of collective knowledge of the impact of education, employment, and fulfilled individual potential. We have witnessed the damage a lack of education has on the ability to earn a living wage from the tens of thousands of people who have walked through our doors. Educational attainment is linked to lower unemployment rates and higher pay. Without a high school diploma, only the most menial, lowest-paying positions are available to an individual, yet 18.6% of adult Texans are lacking this certification—almost 3.5 million people (American Community Survey 2012 1-Year Estimates, Educational Attainment). In 2013, more than 2,202 of the individuals who came through Goodwill's doors lacked a high school diploma. An astounding two-thirds had a criminal history that affected their ability to find support themselves and their families. According to statistics provided by the U.S. Census Bureau and the Texas Department of Criminal Justice, an average of 45% of people who are incarcerated statewide lack a high school diploma.

Goodwill is recognized in the community as a crucial piece of the education continuum, filling a gap between disconnected youth and adults. Because work is the cornerstone of Goodwill's mission, we know that people must have a solid education, coupled with strong career readiness and life skills, to become productive working adults. As we refined our vision, our sister Goodwill in Indianapolis, Indiana, opened a charter school with a parallel mission. This successful dropout recovery school has served as a prototype for replication in Central Texas, allowing us to build on a proven model while making adjustments to meet local needs, environment, and requirements. We believe it is imperative to reconnect these individuals to achievable academic and career goals, while also re-engaging them in the community and the prospect of a better future for themselves and their families.

The anticipated student population of The Excel Center is older youth and young adults up to age 25. We expect that the majority of students will be living at or below 200% of the federal poverty level, many will have minor children, and most will have a history of employment in jobs paying below a living wage. The Excel Center will proactively address the staggering societal costs that high school dropouts incur. Adults with a high school diploma have lifetime earnings of \$400,000 more than those without one (Social Impact Research, Youth Career Development, 2012). A 2012 report from the Center on Education and the Workforce at Georgetown University determined that a postsecondary certificate added an average of \$240,000 in lifetime earnings over a high school diploma. Unfortunately, as Goodwill has seen all too often, there are few options for high school dropouts to continue their education. Programs struggle to meet demand, and students often lack the support and encouragement necessary to establish and achieve their academic and career goals.

The Excel Center model was developed after assessing the complex and multi-faceted needs and challenges experienced by students, including transportation and child care, housing, lack of identification, and difficulty accessing postsecondary education and health resources. One of the reasons life coaches are so critical to the model is the guidance they will provide to ensure that each student can access the resources they need to achieve stability and focus on their studies.

Goodwill has longstanding relationships and formal partnerships with many community organizations, stakeholder groups, members of local and state government, and businesses. Throughout the charter school preparation and planning process, we met with dozens of individuals and organizations we identified as being key to the needs assessment and planning process and engaging as a continued partner in our journey towards opening The Excel Center. We connected with many individuals and groups to share our vision and gather feedback, including representatives from Workforce Solutions Capital Area, Austin Independent School District, Austin Community College, other community nonprofits, multiple large and small employers, local and state government officials, neighborhood associations, and client stakeholders. All contributed feedback regarding the needs of the community and confirmed the need for The Excel Center as a dropout recovery charter school.

The needs of students were prioritized based on Goodwill's knowledge of and experience with our target population—students who have dropped out and become disengaged with the educational system. We recognize that these students have unique needs and that all have tried and failed—at least once, but for many, multiple times—to earn their high school diploma. Funding requested for the program would support the school model, which fills a very current and critical gap while enhancing the academic outcomes for students in tremendously underserved populations.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|--|--|
| 1. | Students are prepared for academic and vocational success, including attainment of a high school diploma, job readiness skills, and postsecondary education or training. | The grant program would address this need through the provision of resources and tools such as programs for skills mastery, technology to help students achieve their academic goals, labs, and the physical school environment. |
| 2. | The Excel Center makes data-driven decisions to guide critical school operations. | Information gathered from student assessments and regular reporting will allow the leadership of The Excel center to make informed decisions regarding school operations. This will result in a rigorous, relevant program that offers a high-quality education. |
| 3. | The school environment is safe, professional, and conducive to learning. | The school will be furnished in a manner that supports students to study and learn effectively, including the use of technology hardware as well as equipment, signage, and furnishings. Security is adequate to ensure safety of students and staff. |
| 4. | Teachers and staff are highly trained educators with demonstrated expertise. | Teachers and leadership will increase their instructional skills by engaging in professional development opportunities that will ensure they are maximally effective educators. Leadership will strengthen their knowledge of the central tenets of the successful Excel center model. |
| 5. | Eliminate or ameliorate potential barriers to student success. | Supportive services such as the Child Drop In Center, Life Coaches, as well as enhancements such as flexible hours and scheduling, will ensure The Excel Center's dropout recovery model succeeds with the target population. |

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Schedule #14—Management Plan

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|--|--|
| 1. | Chief Administration Officer | The Chief Administration Officer will have extensive experience in leadership and management, serving as an expert in education policy and alternative education models. This individual will also have demonstrated expertise related to student performance and financial accountability standards. |
| 2. | Head of School | Dr. Billy Harden, Head of School, has been with Goodwill since 2014. Dr. Harden has a Doctorate in Educational Leadership and a Masters in Educational Technology and Curriculum Design. Dr. Harden has years of training as a curriculum coach and trainer for the staff development department of a large urban school district as well as expertise in an alternative education environment. Experience includes with Austin Independent School District, Pflugerville Independent School District, and Concordia University. |
| 3. | Teachers | Instructors at The Excel Center are required to have current Texas Teaching Certification in subject specialty and have experience working with high school students in a non-traditional setting. Bilingual English/Spanish is highly preferred. ESL and special education certifications are highly preferred. Seven current teachers are bilingual and three are ESL certified. |
| 4. | Lead Life Coach | Susan Hunt, LMSW, has been with Goodwill since June 2014 as Lead Life Coach. Ms. Hunt is a Licensed Master Social Worker and has ten years of experience working with at-risk youth in a variety of settings. Life Coaches are required to have a Bachelor's degree in a related field, three years of related experience, and current Texas certification in Counseling, Social Work, or School Counseling. |
| 5. | External Professional and Contracted Services. | External contractors, such as those who will provide staff and teacher training, will be selected based on Goodwill policies on Purchasing and Contracting, which adhere to state and federal guidelines. External contractors will be required to present documentation that they are subject matter experts utilizing evidence-based practices with demonstrated efficacy. |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|---|--|----------------|--------------|
| 1. | By spring 2016, 70% of students assessed will achieve the minimum standard for all STAAR and/or TAKS tests. | 1. Students complete initial benchmark assessment. | 8/17/2015 | 7/29/16 |
| | | 2. Students complete regular re-assessments as scheduled. | 10/1/15 | 7/29/16 |
| | | 3. Life Coaches engage with 100% of students to address barriers to student achievement. | 8/17/2015 | 7/29/16 |
| | | 4. 100% of highly-trained, expert staff recruited and hired. | 5/1/2015 | 8/17/2015 |
| | | 5. Technology is in place to assist students with making progress on academic goals. | 5/1/2015 | 7/29/2016 |
| 2. | By spring 2016, 80% of students will earn or be enrolled in training leading to a credential in a demand field. | 1. Course offerings finalized. | 5/1/2015 | 10/1/2015 |
| | | 2. Training instructors retained. | 5/1/2015 | 10/1/2015 |
| | | 3. Student co-enrollment initiated and continues. | 8/17/2015 | 7/29/2016 |
| | | 4. Students complete training. | 8/30/2015 | 7/29/2016 |
| | | 5. Students pass required certification exams. | 8/30/2015 | 7/29/2016 |
| 3. | By spring 2016, students of The Excel Center will have a combined daily attendance of | 1. Educational environment is conducive to learning. | 8/17/2015 | 7/29/2016 |
| | | 2. Teachers are highly effective, trained staff. | 7/1/2015 | 7/29/2016 |
| | | 3. Child Drop-In Center fully furnished and operational. | 8/17/2015 | 9/30/2015 |
| | | 4. Life Coaches engage with 100% of students to address barriers to student achievement. | 8/17/2015 | 7/29/2016 |

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Goodwill Central Texas has a rigorous system in place to monitor the attainment of goals and objectives. This includes comprehensive organizational and divisional balanced scorecards and forward thinking metrics that are evaluated and analyzed monthly for trends, year-to-date goals, and include corrective action plans when necessary. Audits of performance metrics are completed regularly by Goodwill's Performance Excellence department, and key performance metrics, such as placements, are also audited externally.

The evaluation of the Head of School will take place throughout the school year, with a formal evaluation taking place at the end of the school year by the Senior Vice President of Community Engagement. At the end of each 8-week term the Head of School will review their performance on a number of critical indicators. The Excel Center uses TEA's comprehensive appraisal and professional development system for public school principals, which includes a rigorous assessment of performance across key standards. Teacher evaluations will be completed using the Professional Development and Appraisal System (PDAS), which includes regular observation, self-reporting, and evaluation of student progress and achievement.

Teachers, staff, and leaders use the WebSmart by JR3 student data management system to collect student data and perform mandatory state reporting for the school. WebSmart is used by dozens of Texas charter schools and is fully compliant with requirements in the Student Attendance Accounting Handbook and for PEIMS reporting.

Data analysis is based on the research-based approach outlined in *Using Student Achievement Data to Support Instructional Decision Making*, an Institute of Education Sciences practice guide (Hamilton et al., 2009). The Excel Center makes data analysis part of an ongoing cycle of instructional improvement, teaches students to examine their own data and set learning goals, establishes a clear vision for school-wide data use, provides supports that foster a data-driven culture within the school, and develops and maintains school-wide data system. The Excel Center data review meetings are held school-wide every Friday, and the data team includes the Head of School and all teachers and coaches. Data team meetings follow a focused protocol, and dialogue is based on sharing responsibility and leadership, non-judgmental inquiry, and other tenets of effective performance improvement. At these meetings, the Head of School presents data examining school attendance, progress towards course goals and graduation requirements, external assessment data, common benchmark assessments, classroom data, and course grades. Teachers and coaches drill down into classroom and individual student data to inform instructional planning and interventions within the instructional term. At the end of each term, data is reviewed from a higher level and focuses on classroom and school-wide improvements to curriculum and instruction.

Students have access to their own data via individual student login to the SIS. Changes to school policies and guidelines are conveyed via verbal and written instruction in the student's preferred language. Changes will also be communicated to students, parents, and members of the community via the school's website, annual report, and other outreach materials. Student and stakeholder feedback (including parents) will be regularly solicited using Goodwill's client survey plan, which includes phone, paper, and online surveys collected of current and exiting students. Additionally, progress on the identified needs will be assessed through review and analysis of student performance outcomes, persistence rate, credential attainment, teacher professional development, and other key metrics as needed.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|--|--|--|
| 1. | Persistence rate achieves goal. | 1. | Student graduation rate. |
| | | 2. | Student semester-to-semester persistence rate. |
| | | 3. | Students make progress on their academic goals. |
| 2. | Attendance rates are at or above goal. | 1. | Attendance information gathered (daily, monthly, annually). |
| | | 2. | Attendance information assessed (daily, monthly, annually). |
| | | 3. | If necessary, strategies deployed to improve or maintain rate. |
| 3. | Student and stakeholder surveys gather feedback which guides operations and is used for improvement. | 1. | Surveys are accessed in a variety of formats, including online, paper, mail, and phone. |
| | | 2. | Minimum 70% response rate. |
| | | 3. | 90% or higher satisfaction rate, indicating program effectiveness. |
| 4. | Assessment and analysis of student certification rate leading to credential in a demand field. | 1. | Gather data on identified student areas of interest. |
| | | 2. | Analyze student demographic data on course enrollment and completion. |
| | | 3. | Analysis of relevant local labor market information to ensure credentials are marketable and lead to higher-wage employment. |
| 5. | Academic achievement measured and analyzed, with information used for quality improvement. | 1. | STAAR is administered at assessment. |
| | | 2. | STAAR is administered at benchmark periods. |
| | | 3. | TAKS is administered at assessment and benchmark periods. |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers, staff, and leaders will use the WebSmart by JR3 student data management system to collect student data and perform mandatory state reporting for the school. WebSmart is fully compliant with requirements in the Student Attendance Accounting Handbook and for PEIMS reporting. Life Coaches additionally use Empowered Case Management, Goodwill's cloud-based client tracking system, to gather information on student barriers, program enrollment, and demographic information. Staff time, training and professional development, as well as each staff's Individual Learning Plan, are tracked in Ultipro, Goodwill's Human Resources management system.

Goodwill Education Initiatives (GEI) operates a data warehouse to facilitate comparison of school performance across all of the schools that use the Excel Center model. The data warehouse collects high-level data from the various student management systems in use across the country, importing them into a SQL database for easier analysis and comparison between schools.

Students are monitored on a number of key indicators, including attendance, program activities, credit attainment, achievement results, and increases in STAAR, TAKS, and TABE scores over time. Instructors are then responsible for reporting on intermediate metrics and logging them in the student management system. Attendance metrics are gathered daily and reported weekly. These ongoing metrics are regularly evaluated by the Head of School. In addition to higher-level attendance analysis, the Head of School will lead the staff in evaluating the pace that students are earning credit, noting that a consistent pace of credit attainment towards graduation indicates progress.

An array of systems is in place to identify and correct problems with project delivery. Goodwill uses a balanced scorecard for each division, including The Excel Center, to closely monitor key performance metrics. If a metric is within 5% of goal, it is flagged for closer monitoring and review. Trends are also presented and analyzed so that timely corrective action may be taken. Correction actions depend on the level of the problem—individual, classroom, or school level. For example, poor performance at the classroom level may be a result of an instructor in need of additional training. The Goodwill Education Board, in partnership with the leadership of The Excel Center will be responsible for correcting problems that arise at the school level.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Goodwill Excel Center is a Texas Subchapter D charter school authorized by the Commissioner of Education, the Texas Education Agency, and the Texas State Board of Education. Goodwill Industries of Central Texas (Goodwill) holds the charter for The Excel Center. The governing body of the school is the Goodwill Education Board (GEB). Pursuant to TEC 12.121, the governing body of an open-enrollment charter school is responsible for the management, operation, and accountability of the school. The GEB will serve as an advisory board and report to the Goodwill Board. The GEB has final authority to authorize the expenditure and obligation of state funds or the use of public property, adopt policies governing charter school operations, and approve audit reports.

The Excel Center has three layers of leadership that include the President/CEO, Senior Vice President of Community Engagement, and the Head of School. All three of these positions have interaction with both the Goodwill Board and the GEB in order to maintain responsibility for and oversee school and student performance. The GED will report on all compliance-related issues, such as student performance, management and administrative practices, student attendance accounting reporting requirements, compliance with GAAP, and other guidelines for financial accounting and fiscal management, compliance with special education and bilingual/ESL program requirements, reporting requirements through PEIMS, reporting annual school and student performance to all constituents and the public, and distributing information to parents regarding teacher qualifications.

The specific duties of the President/CEO (Superintendent), Gerald L. Davis, in regard to The Excel Center are:

- Organizing the charter school's central administration.
- Approving reports or data submissions required by law.
- Selecting charter school employees and officers.

The Senior Vice President of Community Engagement, Traci Berry, serves as the Central Administration Officer for The Excel Center, as described in the Texas Education Code. Duties include:

- Recommending the termination, non-renewal, or suspension of the Head of School.
- Submitting a proposed budget to the governing body of the charter holder.
- Recommending policies for adoption and overseeing policy implementation.
- Developing appropriate administrative regulations to implement policies established by the governing body.
- Providing leadership for the attainment of student performance based on TEC indicators.

The Head of School, Billy Harden, will serve as principal. Duties include:

- Approving teacher or staff appointments for The Excel Center.
- Setting specific education objectives for The Excel Center.
- Developing budgets for The Excel Center
- Assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administrative Officer, for discipline at The Excel Center.
- Assigning, evaluating, or promoting personnel assigned to The Excel Center.

The GEB will recommend all policies related to student attendance recordkeeping, which will be approved by the Goodwill Board. In addition, all records will be available for audit by the School Financial Audits Division of the TEA. The Goodwill Board, the President/CEO, and Head of School will ensure that student attendance and reporting are done in accordance with the Students Attendance Accounting Handbook published by the TEA and will ensure the accurate reporting of PEIMS data. The Goodwill Excel Center will provide all required reports and information to the Texas Education Agency, and will comply with all relevant laws, policies, and regulations from the State Board of Education and other relevant entities.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The financial success of The Excel Center is the responsibility of the members of the Goodwill Board, GEB, the Superintendent, the Senior Vice President of Community Engagement and the Head of School. The budget for The Excel Center includes revenue accrued through Average Daily Attendance (ADA), which will be utilized after startup funds have been expended.

The Directors of the Goodwill Board and the Goodwill Education Board bring more than 60 years of collective business and financial management experience with large corporations, nonprofits and government entities. The Superintendent (CEO Gerald Davis) has grown Goodwill to an \$74M organization in the past 15 years, tripled client services, and earned multiple accreditations.

Financial management, accounting, and internal controls are under the responsibility of Goodwill's Senior Director of Financial Services, Jed Miracle, who holds a CPA and CGMA and has been with Goodwill for more than 4 years with more than 10 years of audit and accounting experience.

Fundraising and development is under the direction of the Senior Vice President of Community Engagement (SVP-CE). Having served Goodwill for more than six years, the SVP-CE holds a BA and CFRE and brings more than 18 years of experience in development and marketing. Goodwill currently raises more than \$7 million per year through grants and philanthropy and is committed to raising additional resources to meet the demands of our diverse student population.

Goodwill's proven social enterprise model lends a significant measure of financial stability, an established infrastructure, and a solid track record of managing large, complex funding streams. The organization is committed to the success of The Excel Center and also intends to dedicate earned revenue as available to ensure that the school has the resources it needs to operate at a high level of performance.

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County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Excel Center requests no waivers for any Federal statutory or regulatory provisions.

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County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Purpose of Grant: The requested funds support the purpose of the Public Charter School Start-Up Grant Program to increase national understanding of the charter school model by supporting the planning, program, design, and initial implementation of The Excel Center. Support will enable effects of the school, including on students, student academic achievement, staff, and parents, to be thoroughly evaluated.

Goals of Grant: Expenditures relate directly to the goals of the grant, including:

- Preparing students for academic and vocational success with technology resources and equipment, curriculum, tools for skills mastery, and classroom equipment.
- Using performance data to make decisions to most effectively guide school operations.
- Staff time for program planning, initial implementation, and professional development that will ensure high-quality instruction.
- A safe, secure, professional school environment that is appropriately furnished and equipped with technology hardware to facilitate learning.
- Eliminate or ameliorate potential barriers to student success through the Child Drop In Center, communication efforts, and other school enhancements.

Items and activities are necessary for planning, design, and initial implementation, and will yield outcomes directly associated with student performance.

Payroll Costs (\$114,015) will include staff time for planning, program design, and professional development, ensuring teachers and other staff are highly trained experts in the field of alternative education.

Professional and Contracted Services (\$29,750) will provide printing and publications costs for communications and student outreach, student recruitment, and signage for events and school operations. Other professional services include those for specialized teacher, leadership, and staff training.

Supplies and Materials (\$189,958) include phones for staff, iPads for instructors, and wireless access. Also included are comprehensive course curriculum, System 44 Next Generation licenses and materials for foundational reading and phonics instruction, Read 180 Next Generation licenses for reading skills mastery, and Microsoft Office.

Capital Outlay (\$466,277) addresses the physical school environment. Expenses in this category include those for computer lab computers and printers, teacher computers, laptops for student use, a paging system, smart boards (projectors) for classroom use, document cameras for classroom use, network setup, and copiers for student and staff materials. Safety is also addressed through security cameras, safety cabinets, and defibrillators. The student environment will be equipped with chairs, tables, lobby/common area furniture, staff and teacher office furniture, internal and external signage, and drop in stations where students can use their computers for independent study. Finally, the auxiliary needs of students, such as for child care while they are in class, will be addressed through a furnished Child Drop In Center.

Depending on the demographics of our enrolled student population, The Excel Center will use Federal funds as appropriate in conjunction with Start-Up funds for school operations, including ADA, Title I, Title II, Title III, Special Education, IDEA-B, and Carl D. Perkins. These funds will complement Start-Up funding to further expand the capability and capacity of the school to offer a top-quality education for students. Goodwill will continue to seek additional means of funding as described in the Executive Summary.

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County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Goodwill Excel Center will comply with sections 613(a)(5) and 613(E)(1)(B) of the Individuals with Disabilities Act in order to provide a range of special education services for students in the same manner that other local educational agencies serve individuals with disabilities in other schools.

As a dropout recovery school, many Goodwill Excel Center students who have previously received special education services will have ceased those services. Those who have previously received services but whose services have ceased will still be eligible for services as long as the student meets the age requirement. Regardless of whether a student has existing and/or accessible special education records, The Goodwill Excel Center will provide appropriate and timely testing and/or diagnostic services administered by credentialed professionals for these students. If the student qualifies for Special Education services, an Admission, Review, and Dismissal Committee (ARD) will meet to review the Full Individual Evaluation (FIE) and develop an Individualized Education Plan (IEP). Teachers will receive copies of the appropriate IEP paperwork needed for student success.

The Goodwill Excel Center will request special education records for any student who previously received but has ceased special education services. Records will be used to determine a history of need, and if appropriate, will begin an evaluation to determine if the student qualifies under Section 504. If a student qualifies under Section 504 an Accommodations Plan will be developed. The teachers will receive copies of the 504 Accommodations Plan in order to meet the student's needs.

If a student enrolling in The Goodwill Excel Center has not ceased special education services and already has a current Individualized Education Plan (IEP), a temporary or transfer ARD will be held to verify services and match special education services at The Goodwill Excel Center that are comparable with their former school. Additionally, the ARD will verify if the Full Individual Evaluation (FIE) is current. If the FIE is out of date or unobtainable, The Goodwill Excel Center will formally evaluate the student. If the student continues to qualify for Special Education, an IEP will be developed and reviewed at the student's thirty day Annual ARD meeting.

All teachers will be highly trained in accessing the general education curriculum so that as much as possible, students receiving special education services will be served in the classroom through an inclusion-based model. If a student requires a more restrictive setting per their Individual Education Plan, services will be provided. Progress monitoring will occur for any student that receives Special Education services. Additionally, all staff will receive mandatory annual training on confidentiality in accordance with FERPA.

All funding for special education services (including IDEA funding and other public and private funding) will be carefully monitored, reported on, and fiscally managed to ensure compliance with the terms of the grant. The Goodwill Excel Center facility, curriculum and technology will be fully accommodating to students with disabilities. All staff, including the certified Special Education Director, Special Education Teacher, and Head of School, will be responsible for full compliance with the Individuals with Disabilities Act as well as all other statutory and federal regulations regarding providing a free, appropriate, public education to students receiving special education services.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A, applicant is not a Subchapter C, Campus Charter School.

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Amendment # (for amendments only): n/a

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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N/A, applicant is not a Subchapter C, Campus Charter School.

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County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A, applicant is not a Subchapter C, Campus Charter School.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note:** Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

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N/A, applicant is not a Subchapter C, Campus Charter School.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 12: Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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N/A, applicant is not a Subchapter C, Campus Charter School.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.
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N/A, applicant is not a Subchapter C, Campus Charter School.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|-----|----|----|----|-------|
| Campus Charter Schools | | | | | | | | | | | | | | | |
| Open-Enrollment Charter School | | | | | | | | | | | 144 | 63 | 49 | 94 | 350 |
| College/University Charter School | | | | | | | | | | | | | | | |
| New School Under Existing Open-Enrollment Charter School | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | 144 | 63 | 49 | 94 | 350 |
| Total Staff | | | | | | | | | | | | | | | 28.5 |
| Total Parents | | | | | | | | | | | | | | | 525 |
| Total Families | | | | | | | | | | | | | | | 325 |
| Total Campuses | | | | | | | | | | | | | | | 1 |

TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|-----|-----|----|----|-------|
| Campus Charter Schools | | | | | | | | | | | | | | | |
| Open-Enrollment Charter School | | | | | | | | | | | 150 | 100 | 75 | 75 | 400 |
| College/University Charter School | | | | | | | | | | | | | | | |
| New School Under Existing Open-Enrollment Charter School | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | 150 | 100 | 75 | 75 | 400 |
| Total Staff | | | | | | | | | | | | | | | 46.5 |
| Total Parents | | | | | | | | | | | | | | | 600 |
| Total Families | | | | | | | | | | | | | | | 375 |
| Total Campuses | | | | | | | | | | | | | | | 1 |

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227828

Amendment # (for amendments only): n/a

TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|-------------|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Campus Charter School (TEC Subchapter C) | | | | | | | | | | | | | | | |
| Open-enrollment Charter School (TEC Subchapter D) | | | | | | | | | | | 74 | 34 | 25 | 46 | 179 |
| College/University/Jr College Charter School (TEC Subchapter E) | | | | | | | | | | | | | | | |
| New School Under Existing Open-Enrollment Charter School | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | | | | | 74 | 34 | 25 | 46 | 179 |

TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

| | District Name | Campus Name | 9 Digit CDC Number |
|----|---------------|----------------------|--------------------|
| 1. | Austin ISD | Travis HS | 227901007 |
| 2. | Austin ISD | LBJ HS | 227901014 |
| 3. | Austin ISD | Eastside Memorial HS | 227901019 |
| 4. | Austin ISD | Lanier HS | 227901004 |
| 5. | Austin ISD | Reagan HS | 227901006 |
| 6. | Manor ISD | Manor Excel Academy | 227907002 |

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227828

Amendment number (for amendments only): n/a

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| B01 | Provide program information/materials in home language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B10 | Provide a parent/family center | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227828

Amendment number (for amendments only): n/a

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| C01 | Provide early intervention | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227828

Amendment number (for amendments only): n/a

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| C08 | Provide community service programs/activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C11 | Establish partnerships with law enforcement agencies | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| D01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D05 | Provide mentor program | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community partnerships | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information on tape | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|-------------------------------------|-------------------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K03 | Conduct home visits by staff | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K05 | Provide mentor program | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community partnerships | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K99 | Consult with life coach to address student absences. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| L01 | Coordinate with social services agencies | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| L02 | Establish partnerships with parents of highly mobile families | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain teachers from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N03 | Provide mentor program for new teachers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N04 | Provide intern program for new teachers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| P03 | Provide announcements to local radio stations and newspapers about program activities/benefits | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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